

STATEWIDE FACILITIES OFFICER ROLE

Role Summary

The Statewide Facilities Officer Role consists of three grade levels (13-15). Incumbents coordinate safety, security, and related training for the department statewide; provide guidance to department personnel on facility matters; perform office space assessments; and coordinate moves and installation of department telephones, computers, and office equipment. Primary contacts are with the division administrator, department management, department employees, contractors/vendors, law enforcement agencies, other state agencies, and city/state fire marshals.

Working Conditions

Considerable mental stress and pressure due to workload, deadlines, time constraints, and significance of decisions made. Must be able to supervise numerous projects at one time and determine priorities on a daily basis. Situations encountered may be high pressure, confrontational, and verbally combative. In the event a security or evacuation problem occurs, the incumbent is the first person responsible for defusing the situation. In the event of an evacuation, the incumbent's primary responsibility is to make sure that all employees are out of the building with the incumbent being the last to leave.

Education and Experience

- Grade 13: competencies and degrees of proficiency skills are typically acquired through a combination of education and experience equivalent to a bachelor's degree in business administration or a related field; experience with the safety/security and the Americans with Disabilities Act (ADA); and two years of administrative or project management experience. Other combinations of education and experience will be evaluated on an individual basis.
- Grade 14: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in business administration or a related field; experience with workers compensation, Americans with Disabilities Act (ADA), safety and security policies and procedures; and two years of administrative or project management experience. Other combinations of education and experience will be evaluated on an individual basis.
- Grade 15: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in business administration or related field; two years of experience with workers compensation, Americans with Disabilities Act (ADA), safety and security policies and procedures, and providing training on related topics; and three years of administrative or project management experience. Other combinations of education and experience will be evaluated on an individual basis.

Department of Revenue

In addition to the role specific competencies, there are four, department core competencies that all employees are expected to successfully achieve. These are:

- *Interpersonal Skills:* Builds constructive and effective relationships with internal and external customers and is committed to meeting customer needs in a timely and accurate manner. Listens actively and attentively and demonstrates an appreciation of other perspectives. Builds the appropriate rapport required to do business. Openly demonstrates an understanding of and respect for the value of co-workers' contributions to the department mission.
- *Decision-Making and Accountability:* Considers the department's vision, mission, and values in making decisions and taking actions. Identifies and considers possible alternatives before making decisions. Bases decisions on achieving desired outcomes pursuant to the departmental business plan or management direction. Uses a combination of analysis, experience, and sound judgment that results in fairness and consistency, while being accountable for actions. When serious ethical issues are at stake, takes all necessary actions.
- *Commitment to Continuous Improvement:* Ability and willingness to continually seek greater efficiency in agency programs, is results driven, and meets changing requirements in work or direction. Adapts to changing conditions and work responsibilities. Accepts constructive criticism and suggestions and uses them to improve performance.
- *Personal and Work Ethics:* Creates own measures of excellence, and practices what he/she promotes. Sets goals that provide challenges and measures goal attainment regularly. Displays a contagious optimism about the work to be done. Goes beyond traditional ways to address issues despite obstacles or resistance. Is able to generate ideas, fresh perspectives, and original approaches and engages in open-minded thinking. Employs strategies to promote ideas and proposals to increase probability of acceptance. Mentors others to improve the performance necessary to achieve success. Reflects a belief that the results achieved are a direct result of his/her personal decisions and actions.

Grade Levels

Each grade level lists the essential duties that describe work performed 50 percent or more of the time (predominant work). Established work plans identify day-to-day tasks.

Grade 13

Predominant/Essential Duties

- Maintain and coordinate department security.
- Issue proximity cards and monitor security access.
- Coordinate building access with the Department of Administration.
- Coordinate maintenance of the department's security systems.
- Coordinate Americans with Disabilities Act (ADA) requirements for building facilities.
- Maintain security database.
- Research, develop, and coordinate security policies and procedures.
- Research and coordinates rental and lease agreements statewide.
- Coordinate moves and installation of department telephones, computers, and office equipment.
- Coordinate maintenance and facility issues for department occupied space.
- Coordinate maintenance, repair, and surplus of department assets.

Grade 14

Predominant/Essential Duties

- Enforce department security.
- Coordinate first response efforts for safety and security issues.
- Maintain security database.
- Establish security teams and coordinate training for security staff.
- Inspect and evaluate sites to identify safety risks.
- Coordinate ADA requirements for building facilities.
- Provide guidance and recommendations to department staff on facility matters.

Grade 15

Predominant/Essential Duties

- Evaluate contractor and equipment facilities contracts for compliance purposes.
- Perform public safety inspections, identify safety issues, and recommend solutions.
- Develop and implement the statewide workplace safety and security program.
- Develop compliance measures using statewide safety implementation plan, quarterly reports, third-party audits, employee surveys, etc.
- Develop and implement the Fire Safety Plan and coordinate safety teams for compliance reviews.
- Perform special security and safety related studies for department leadership.
- Develop and deliver Public Safety Program and services statewide.
- Provide recommendations to management on security issues for statewide facilities.

Competencies and Degrees of Proficiency

The Competency/Proficiency Chart identifies the role specific competencies, degrees of proficiency, and guidance required for each grade level. Role specific competencies describe the knowledge, skills, and abilities required to perform the essential duties. The degrees of proficiency indicate the difficulty and/or complexity level of the tasks and assignments.

Competency/Proficiency Chart - Statewide Facilities Officer Role

| Competencies | Grade 13 Under Guidance | Grade 14 Minimal Guidance | Grade 15 Independently |
|--|----------------------------|------------------------------|---------------------------|
| Proactively focus efforts and energy on successfully attaining goals and objectives, assuming accountability for decisions, actions, and results. Follow issues through to completion. | B | C | C |
| Demonstrated ability to think creatively and recommend innovative solutions. | B | C | C |
| Demonstrated knowledge of department, state, and federal safety and security policies and procedures. | B | C | C |
| Demonstrated ability to provide timely and effective written, oral, and interpersonal communication. | B | B | C |
| Demonstrated ability to coordinate workplace design and Americans with Disabilities Act (ADA) requirements. | A | B | B |
| Demonstrated ability to coordinate communications equipment installation and repair. | A | B | B |
| Demonstrated ability to coordinate renovation or modification of statewide offices. | A | B | B |
| Demonstrated knowledge and skill of word processing, spreadsheet, database, and software applications/programs relative to the role. | A | B | C |

Degree of Proficiency

A: A degree of knowledge, skill, or ability commensurate with elementary-level tasks and assignments.

B: A degree of knowledge, skill, or ability commensurate with intermediate-level tasks and assignments.

C: A degree of knowledge, skill, or ability commensurate with advanced-level tasks and assignments.

D: An advanced degree of knowledge, skill, or ability commensurate with considerable experience and the application of the competency to non-standard tasks and assignments.

E: The most advanced degree of knowledge, skill, or ability, evidencing complete mastery and understanding of the subject.